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ABSTRACT

This practicum sought to combat the problem of decreasing readiness skills and overall general knowledge of entering kindergarten students, by developing and implementing an integrated parent involvement program for regular and special education classes in preschool and kindergarten. The first phase involved parents and children in a home-based summer motor skills and reading program. When school began in the fall, parents became involved in parent education meetings, planning and organizing a learning fair, distributing weekly language development book packets, communicating with school through a telephone communication system, reading and conducting language development activities at home, and developing language extension activities with their children. The practicum had a positive effect on parents' involvement in their child's education in school and at home. Parents responded positively to the programs and became aware of developmentally appropriate practices. Scores on the kindergarten screening test increased. Appendices provide copies of questionnaires and record-keeping forms. (Contains 32 references.) (JDD)

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DEVELOPMENT AND IMPLEMENTATION OF AN INTEGRATED PARENT INVOLVEMENT PROGRAM FOR REGULAR AND SPECIAL EDUCATION CLASSES IN PRESCHOOL AND KINDERGARTEN FOR HOME AND SCHOOL

by

Joanne Menard

Cluster 39

A Practicum II Report presented to the
Ed.D. Program in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

March 28, 1993

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PRACTICUM APPROVAL SHEET

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Approved:

May, 1993
Date of Final Approval of Report

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ABSTRACT

Development and Implementation of an Integrated Parent Involvement Program for Regular and Special Education Classes in Preschool and Kindergarten for Home and School. Menard, Joanne., 1993: Practicum II Report, Nova University, Ed.D. Program in Early and Middle Childhood. Descriptors: Parent Involvement/Parent Participation/Parent-School Relationship/Early Childhood/Special Education/Special Education Parent Participation/Kindergarten/Community Relations,

This practicum focused on improving parent involvement through developing and implementing an integrated parent involvement program for regular and special education classes in preschool and kindergarten.

The program consisted of several phases. The first phase involved parent and child in a home-based summer motor skills and reading program. As school began, parents were involved in parent education meetings, planning and organizing a learning fair, distributing weekly language development book packets, communicating with school through a telephone communication system, reading and doing language development activities at home, and developing language extension activities with their children.

The practicum demonstrated the following: (a) parents became involved in their child's educational process in school and at home, (b) parents responded positively to the programs, (c) parents became aware of developmentally appropriate practices, (d) scores on the kindergarten screening test increased for the first time in four years.

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CHAPTER I

INTRODUCTION

Description of Work Setting and Community

The work setting was located in a large city in the southwestern part of the United States at an elementary school. The school opened in 1970. It had the distinction of being the original kindergarten through sixth grade in the district to use the open space concept. Enrollment increased each year until 1982. At that time, a junior high school was opened to serve the seventh and eighth grade population. Students in special education classes were placed back into their home schools which also contributed to the decreased enrollment.

The elementary school during the practicum implementation time no longer used the open space concept and had an enrollment of 449 students. The school still had kindergarten through sixth grade plus special needs preschool classes.

Classes were contained in separate classrooms with one teacher. Each grade level was composed of two classes for grades kindergarten through sixth grade.

The school district was recognized as having quality special education classes. There were eight special education classes located on this campus serving the school district. Children in the special education classes were bused to school. The class sizes of the special education classes were kept small usually from nine-to-twelve children. Special education teachers had at least one, full-time assistant in the classroom. Students in special education classes participated in physical education, music, art, occupational therapy, adaptive physical education and speech services.

There were two special needs preschools located at the practicum site which help to service special needs preschool children in the school district. The children were bused to school for a half-day session, four days per week. The special needs preschool had one certified special education teacher, one speech pathologist, and one assistant.

The special needs preschool was integrated with a few regular preschool children. The students in the integrated preschool classes met for two-and-half-hour sessions for activities and experiences that benefited all children.

Kindergarten through sixth grade had the opportunities for participating in classes in music, physical education, and art. Students in grades third through sixth also had the options of learning to play string and band instruments as part of their music classes.

Other services available for grades one through sixth included: a speech therapist, a teacher for gifted students, and a teacher for learning disabilities. Children which needed such services were taken care of either within the classroom or with a pull-out program.

The two regular kindergarten classes met for a full-day session. This was the first year for the all day kindergarten program in this school district. In previous years, kindergarten had always been half-day sessions.

The kindergarten classes are each joined by a cross categorical kindergarten class during various activities that were taking place throughout the day. The classes met for the main purpose of integrating the students of both classes. The integration program also gave regular kindergarten students with delays in specific areas the opportunity to benefit from the expertise of a special education teacher. The integration program gave the special education students opportunities to work in a regular kindergarten environment while also receiving special education benefits from a special education services.

Of the 449 students attending school at the practicum site, 417 of the students were white and non Hispanic population. Seven of the students were black and non Hispanic. The Hispanic population totaled 22. There were two American Indian students. The Asian population was the smallest at one student.

Enrollment had steadily declined as the neighborhood's population appeard to be growing older. The economic situation of the families attending the school ranged from middle class to families qualifying for free or reduced breakfasts and lunches at school.

Of the 449 students attending school, 105 students qualified and receive free breakfasts and lunches. Students elegible for receiving breakfast and lunch at a reduced rate equaled 39 students.

The school was open to trying new methods of teaching. The school had incorporated a manipulative math program, Math Their Way, into the curriculum to better meet the needs of its students during the year the practicum was first implemented. Learning to speak Spanish was another new program which had been instituted into the third grade classrooms that same year.

Writer's Work Setting and Role

The writer of the practicum was a kindergarten teacher at the school. As the practicum had started, this had been the third year of employment at the practicum site for the writer. The kindergarten teacher had the responsibility of implementing district established curriculum and objectives.

The practicum writer had 18 years experience in working in the field of early childhood education.

Fifteen of those years had taken place in Montessori schools. The past teaching experiences had been valuable experience for writer working with children of such diverse levels of development.

The writer had also previously developed and implemented a very successful practicum project at the practicum site to increase motor skills for kindergarten students.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

Children at the practicum site had been entering school for the past three years with a decreasing amount of readiness skills and overall general knowledge appropriate for their age levels. The early childhood experience of the children appeared to be hindering the children's capabilities for entering school ready to learn. The problem was that parents were not involved in the children's education.

Problem Documentation

Teachers of the youngest children in the school were surveyed (Appendix A). Results of the survey indicated a definite lack of parent involvement in the student's education.

Table 1

Parent Involvement Survey

Questions	Teacher Responses Yes	No
Are parents involved in their child's education?	(5)	(3)
Do most parents visit their child's classroom?	(8)	(0)
Do most parents have sufficient knowledge of child development to meet their child's educational needs?	(0)	(8)
Do most of the parents have sufficient knowledge of what their child is doing in school?	(0)	(8)
Would parents of your students benefit from being more involved in their child's school?	(8)	(0)
Would student achievement increase if parents were more involved?	(8)	(0)
Would you like to participate in a practicum project to increase parent involvement from May 1, 1992 to January 1, 1994?	(8)	(0)

There was also other documentation that the problem exists. An interview with the school principal at the practicum site indicated that parent involvement was a problem. Further indications of lack of parent involvement at the practicum site could be seen by the poor attendance of parents attending P.T.O. meetings.

Causative Analysis

There could have been several causes that contributed to a lack of parent involvement in the education process of their child at the practicum site.

Deteriorating economic conditions continued to plague the community. Some families were forced to make frequent moves in residency. Families with low incomes can not always afford the proper nutrition for their children.

There was an increasing amount of dysfunctional families. Changes in the family structure creates changes which are major for a child. Being a singular parent can mean having to work longer hours which limits time spent with her/her children.

There had been an increased amount of calls to Child Protective Services that year. Children growing

up in such environments are under great stress to survive, let alone, come to school ready to learn.

Parents do not realize that they are putting their children at-risk of not being able to be successful in school due to lack of knowledge in child development.

Deteriorating economic conditions can have drastic effects on parent involvement in their child's education. Schools and families need to work together to reverse the inadequacies and promote excellence in academics. Schools need to develop ways of intervention for educationally disadvantaged families. Teachers on the survey felt that the parents lacked sufficient knowledge to help their child.

There was no intervention strategy in use at the practicum site prior to the practicum. Ways to correct the lack of parent involvement at the practicum site while trying to accommodate the busy lifestyles of the parents were studied.

Relationship of the Problem to the Literature

Parent involvement begins long before a child starts school (Holbrook, 1985). A child's first place

of learning is in the home (Wendelin & Danielson, 1988). Nationwide surveys of teachers and parents indicate strong support for increased interaction between school and home (Nardine & Morris, 1991). However, the child's learning which occurs in the home has declined dramatically during the last decade. Elkind (1989) found that parents are not spending as much time talking to their children today. Walberg (1984) states that when teachers and parents work together, they can increase the productivity in the child. There is evidence of a link between the value that parents place on academic achievement and how well their child does in school (Searls, Lewis, & Morrows, 1982).

Parents need to be involved in their child's school. According to the National Association for the Education of Young Children (1986), teachers must work together as partners with the parents of their students to achieve appropriate programs. Rutter (1990) states that a great benefit of parent involvement is that the classroom acquires the closeness felt in a family.

There is a trend for parents and teachers to work together when providing early intervention for special needs children (Pieterse, Ed. & Others, 1988). Teachers can help parents develop a better understanding about child growth and development. Teachers can recommend diagnostic services for children. Achieving Individual Educational Plan goals can be accelerated by parents involved with their child's self-esteem.

Often families are forced to move frequently (Bronfenbrenner, 1985). Berger (1986) states that frequent changes in residency and economic conditions create stress in children. Parents with inadequate finances are less likely to provide adequate intellectual experiences as more affluent parents are for their children (Murphy, 1986).

Research has shown that parents who have participated in parent education programs increase their effectiveness as educators of their children (Schaefer, 1991). The potential for educational growth among the children surfaces as parents feel they are responsible for educational experiences (Rasinski,

1989). Academic performance is increased through parent involvement (Botting & Others, 1987). Long (1985) states that parent involvement improves the academic program and increases self-esteem in students. It has been found that educational experiences are enriched by involving parents (Bernstein, 1982).

Parents can offer great insight and valuable knowledge about their child to the teacher (Rasinski, 1989). When parents and teachers work together, a better understanding of the whole child will emerge. When parents are given support and are guided in the right direction by the school, a child's learning can be greatly supplemented (Rasinski & Fredericks, 1989). To accomplish this, there needs to be leadership in the schools to increase the relationship between school and home. Research has indicated that student achievement can increase when programs for parent involvement are designed well (Chrispeels, 1991).

Fredericks (1984) states several reasons why parents are not involved in their child's education process. Some parents have had bad experiences from

their own school experience. Problems in the family including separation or divorce can take precedence over school. Parent working schedules can be very demanding of a parent's time. Many parents are not aware of the tremendous influence they have on their child's educational process. Schools can hinder parent involvement by not providing opportunities for parents to jointly work with the teachers to improve the educational experience for their child.

Effective communication between school and home will promote parent involvement. Practical experience as well as research have shown parent involvement can greatly influence learning (Herrera & Wooden, 1988). Communication between the parents and teacher is crucial for learning (Rasinski & Fredericks, 1990). The National Association for the Education of Young Children (1986) states that appropriate practice for young children involves teachers working and communicating on a regular basis in order to create consistency and understanding for children.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

The following goals and objectives were designed for this practicum:

Goals and expectations

The goal of the practicum was that parents would be involved in the student's educational process at school and in the home. It was expected that there would be a total of 124 sets of parents who would have a positive experience and would want to continue the partnership established with their child's school.

Performance Objectives

The teacher survey indicated that the parents and students would benefit from a parent involvement program. After the implementation phase of the practicum, parents would have a better understanding of developmentally appropriate activities for their child. Parents would have a knowledge of how to create learning

experiences for their child at home. Daily communications with the teacher would keep parents informed about what their child is doing in school and how to reinforce those concepts at home. Through participation in the activities of the program and using the communication system, the parents would have an increased positive feeling toward the school and their child.

Objective #1

During the implementation of the practicum, a parent of each child will become involved in his or her child's education at least three times per month in at least two of the scheduled activities established for each month.

Objective 2

Parents of 80% of the students will participate in the parent involvement projects at least once a month at school.

Objective #3

Parents, of the eight participating classes, will respond positively on parent questionnaires given to them after the completion of each activity. Success be determined by an 80% positive response.

Objective #4

Parents will develop an awareness of developmentally appropriate practices to enhance their child's educational process as can be seen by 90% of the parents in their ability to extend school projects in their home with their child.

Objective #5

Results from the kindergarten screening device given the week before school starts, the Learning Accomplishment Profile, will show an average improvement of two points in the total score of 17 possible points among kindergarten students who participated in the summer program before entering kindergarten as compared to the average score from the previous year.

The Learning Accomplishment Profile is the screening device used by the school district to be given to new students entering kindergarten. There are 17 sections to the screening. Twelve of the sections deal with motor skill development. Fine motor development is addressed in seven sections. One section is for examining cognitive development. Four sections screen for language/cognitive skills. The final five sections focus upon gross motor skills.

Favorable scores on the Language Accomplishment Profile, according to the school district, range between 13 and 17. A student scoring 12 or lower is viewed as someone with a possible risk of having some developmental weaknesses. The average score for all students taking the Learning Accomplishment Profile at the practicum site in August, 1991 was 12.

Measurement of Objectives

A parent of each child will become involved in his or her child's education at school as measured on participation recording sheets at least three times per month in at least two of the scheduled activities for the month (Appendix B).

Parents will participate in the parent involvement projects at home and/or school as measured on participation recording sheets at least one time a month by 80% of the parents (Appendices B, C, D).

Success of the objective #3 will be determined by an 80% positive response on a questionnaire given to parents at the end of the event or implementation phase depending upon which comes sooner (Appendices, E, F, G, H).

Parents will develop an awareness of developmentally appropriate practices to enhance their child's educational process as can be seen by 90% of the parents in their ability to extend school projects at home with their child as determined by a questionnaire at the end of the practicum (Appendices, E, F, G, H).

The Learning Accomplishment Profile (LAP) will be given to students participating in the summer language development and the motor skills program. The maximum score of the LAP is 17 points. Results from the LAP will show an average score of two points higher than the average of students from the previous year. Results will be listed on a table.

CHAPTER IV

SOLUTION STRATEGIES

The problem that parents were not involved in the children's education at the practicum site.

Discussion and Evaluation of Possible Solutions

Parent involvement is a very important aspect of a child's educational process. There are many ways to accomplish the objectives.

A program to develop children's literacy can begin in the home. Much of a child's readiness and eventual achievement in reading is dependent upon experiences with printed words at home (Holbrook, 1985).

Parents, recognized as a child's first teacher, can and should provide for a vast variety of learning experiences in the home. Teachers need to provide parents with suggestions of ways to foster learning in ways that can be accommodated easily within

a home environment (Wahl, 1988). After all, the home environment is a natural setting for learning (Linder, 1981).

Bauch (1989) has written about a daily communication system that can be used which allows parents to find out what their child has done in class and what they can do to reinforce the new concepts being taught. Parents can call the school and connect with an answering machine message from their child's teacher at their convenience. Benefits from using such a system include: improved student achievement, better school attendance, developing a partnership between home and school for educating the child, and reaching parents who never seem to involve themselves in the usual school activities.

Robertson (1985) was successful at her school in creating a Come Celebrate Learning Fair which involved parents in the planning and organizing of the school function. The fair focused on participation and not competition. Activities were based on curriculum of the particular grade. The activities joined the

parents and their child in fun activities to do together that were also learning activities.

Reading programs can begin at home. Reading to children at home will encourage children to want to read. Reading aloud to children creates interest, imagination, and development of language (Lautenschlager & Hertz, 1984). Parents reading to their child provides their child with the best role model for reading. Children who see their parents reading to them gain an understanding that reading is valued by their parents (Rasinski & Fredericks, 1990).

Workshops on curriculum and parenting are very important. Parents can gain an understanding of exactly what is being taught in school and how they can extend the learning into the home environment (Hinton, 1986).

Educational activities in the home can be quite beneficial for children. Parents who show an interest in the school work of their child create an environment of achievement (Hinton, 1986). Parent activity sheets can be used at home to reinforce objectives (Crisculo, 1982).

Description and Justification of Solutions Selected

The solution chosen was to develop and implement a parent involvement program at school and in the home. Since the regular preschool and kindergarten classes are integrated with special education classes during parts of their class time, parents of special education students and regular students were integrated in working on parent involvement projects as well. Teachers involved in the practicum project and the school principal felt strongly that the integration of the parent involvement program will enhance the already established integration program at the school.

A daily communications program between school and home was instituted. Parents with busy schedules could become involved in their child's education through the use of the PhoneMaster communication system which uses a phone and a computer system to hear a message made daily from their child's teacher about the lessons of the day and what they can do to reinforce learning at home (Bauch, 1989). Teachers could also have a message to parents sent out to every parent or a group of parents through the communications system.

The program was effective because parents care about their children and wanted to help but might not always know how to do it. By providing parents with approaches that are nonthreatening, chances of their participation increased.

Report of Action Taken

The practicum project developed and implemented ways to involve parents in their child's educational process. The practicum began four months before the children entered the school at the orientation meeting for new regular kindergarten students on May 7, 1992. Parents were recruited to participate in a home-based parent involvement program throughout the summer with their child. As other parents inquired about registration in the school office, they were recruited for participation as well.

The first phase included a language and motor skills development program for parent and child at home during the summer months. Parents were given a list of fine and gross motor activities. Parents and their child choose a few activities to do each day.

Activities were recorded on a motor skills recording sheet.

A meeting was held after the first month to assist or answer questions that may have arisen during its initial implementation. Ways to keep the program going during vacations and parent work schedules were examined. Parents recorded their daily activities.

Parents were asked to be present during their child's first day of school. This activity was to give parents and their child the message that education at school was going to involve the parents. Parents did become involved in their child's school from the beginning. Another purpose of the activity was to diminish any separation anxiety between parent and child. This event also let parents know that they were a welcomed part of their educational process. Participating teachers thought that this was such a wonderful success that they are going to continue this in the years to come.

Kindergarten children were given the Learning Accomplishment Profile at the start of school. The results of the children participating in the summer

program were compared to the results of scores from the previous year.

Parents were given the opportunity to attend a parent meeting to learn about the curriculum opportunities for their child. The meeting was also an opportunity for parents to learn about the ways that they could become involved in their child's educational process and the importance of this involvement. Parents were recruited to serve on committees for up-coming activities.

Language development activity packets were developed by the practicum writer which were used beginning in September. The packets contained a developmentally appropriate book for the parent to be read to their child and were distributed weekly. There was also a list of three suggested activities for a parent and child to do together which was related to the book and designed to promote language development. The book packets were checked-in and distributed by parent volunteers on a weekly basis. Later in the program, parents and their child thought of their own activity extensions and recorded their ideas on paper

so that others that would receive the book packet could try their ideas as well. Several teachers participating in the practicum felt that this activity was giving the parents and their child the message that reading books was important.

A speech and language presentation for parents was designed to help parents understand what normal speech development should be. Ways to help increase speech and language development would be discussed.

A learning fair was organized and developed by interested parents and teachers in the practicum program. The fair was held in the large school yard. Developmentally appropriate activities were available for the following groups: art show, puppet show, book making, music making, motor activities, make a snack, pumpkin math and science. Parents and their child worked side-by-side on the activities together.

An open house evening was planned for children to bring their parents into their classroom to show them what they worked on in school.

The PhoneMaster communication system was purchased and used throughout the school. Teachers recorded

messages on this system informing parents about what their child is doing in school and what parents could do at home to extend or reinforce lessons at home.

An evening for parents to learn about their child's motor development was planned and presented by a school district occupational therapist. Parents were able to see their child in action through the use of a video tape. Parents found out the importance of their child's motor development and how it relates to their child's success in school. Teachers felt that many of the children that they were working with were delayed to some extent in their motor skills development.

CHAPTER V

RESULTS, DISCUSSION, AND RECOMMENDATIONS

The problem at the practicum site was that parents were not involved in their children's education. The problem was hindering student progress. The problem was documented using teacher surveys and results from the previous years' scores on the Learning Accomplishment Profile (LAP) given to entering kindergarten students. Declining scores for the past five years indicated that students were entering kindergarten less prepared for success in kindergarten.

The solution chosen for the lack of parent involvement was comprised of many phases. The first portion took place over the summer months using a home-based program. The other phases took place after school started using a variety of home-based as well as school based parent involvement programs.

Incoming kindergarten parents were introduced to the summer program during an orientation meeting for new kindergarten parents in May. The home-based motor skills development and the language development program were explained to the parents. New parents from the cross categorical kindergarten classes were given the program during their Individual Educational Plan meeting in May. New preschool students did not enter the program until late August.

The parents of the two regular kindergartens and the two cross categorical kindergartens were invited to a meeting in June, as well as for parents who were not able to attend the May meeting, to discuss the progress that they were making and how they could make any adjustments of the program to fit into their family schedule.

Results

Objective #1

The first objective of the practicum was to get a parent of each child to become involved in his or her child's education at least three times per month in at

least two of the scheduled activities established for each month.

Results, according to the sign-in sheets, showed that 24 parents participated in the summer program which entailed two activities on a regular basis for May, June, July, and August. Of the 24 parents, 21 were from the regular kindergarten classes and three were from the cross categorical kindergarten classes. Every parent was involved three times or more per month. On the first day of school a parent of each child participated in coming to school with their child.

During September, eleven parents volunteered to learn how to check-out and check-in language development book packets which were sent home at the end of each week. Each parent participated with their child each week by reading and doing extended language activities together. A well-attended curriculum evening took place in all of the classrooms to show the parents what their child will be learning during the year. All parents met the objective for the month of September.

During the month of October, parents had the opportunity of participating in a parent education evening on speech and language development presented by a school speech therapist. A committee of five parents plus all of the teachers participating in the practicum met to plan and organize a learning fair. Parents continued to be involved through checking-out weekly book packets, reading the books and doing the activities with their child, and donating items for the learning fair. The learning fair was well-attended by almost 100 people. The combination of the activities enabled all parents to meet the objective requirements for the month of October.

November gave parents the opportunity to participate using the PhoneMaster communication system on a daily basis, language development book packets, checking books packets in as well as out, and a parent education evening on motor development.

In December, parents were able to use the PhoneMaster communication system, language development book packets, and checking-out book packets. Parents and their child also wrote down activities that they

thought of for which were added to the book packet activities already in the packets. All parents were able to attain the objective for December.

Each parent was able to be involved in his or her child's educational process through a variety of ways suitable for that individual.

Objective #2

The second objective was to have parents of 80% of the students participate in the parent involvement projects at least once a month at school.

Results of this objective for September, according to the sign-in sheets indicated that the parent participation on the first day of school alone was 100% exceeding the 80% criteria. There were also parents participating in the curriculum evening, and checking book packets in and out.

Results from October showed that the objective was met by the large turn-out for the learning fair and parents attending the speech and language presentation.

The objective was not met for the month of November despite the good turn-out for the presentation

for the motor development presentation and parents checking book packets in and out.

The objective was not met for the month of December since the parent involvement activities were, for the most part, home-based activities. There were some parents that did participate in the language distribution activities at school.

Objective #3

The third objective was to have parents of the eight participating classes respond positively on parent questionnaires given to them after the completion of each activity. This objective would be determined successfully by an 80% positive response.

The third objective was completely met with great success. Results of the questionnaires are listed in Tables 2, 3, 4, 5, 6, and 7.

Table 2

RESULTS FROM THE PARENT QUESTIONNAIRE FOR THE SUMMER HOME-BASED PROGRAM

The rating scale is explained as follows:

5 - To a great extent
4 - Quite a bit
3 - Some
2 - Very little
1 - Not at all

Questions	Number of Responses for Rating Scale				
	5	4	3	2	1
1. To what extent did you participate in the motor skills activities?	12	8	4	0	0
2. To what extent did you enjoy the activities?	15	7	2	0	0
3. To what extent did you feel that you have helped your child's motor skills?	4	16	4	0	0
4. To what extent do you feel that you and your child were able to come up with extensions for the motor activities?	0	13	11	0	0
5. To what extent did you participate in the reading activities with your child?	15	7	2	0	0
6. To what extent did your and your child enjoy the reading activities?	14	10	0	0	0
7. To what extent do you feel that you have helped your child by reading to him or her?	3	13	11	0	0

Table 3

RESPONSES FROM THE QUESTIONNAIRES FOR THE LANGUAGE DEVELOPMENT PACKETS

The rating scale is explained as follows:
5 - To a great extent
4 - Quite a bit
3 - Some
2 - Very little
1 - Not at all

	Number of Responses for the Rating Scale				
Questions	5	4	3	2	1
1. To what extent did you enjoy the program?	41	17	6	2	0
2. To what extent does your child enjoy the program?	45	15	4	0	2
3. To what extent do you feel you have helped your child through this program?	26	25	13	0	2
4. To what extent do you feel you can develop learning activities as a result of this program?	26	19	1	1	2

Table 4

RESULTS FROM THE PARENT QUESTIONNAIRES FOR THE SPEECH AND LANGUAGE DEVELOPMENT MEETING

The rating scale is explained as follows:
5 - To a great extent
4 - Quite a bit
3 - Some
2 - Very little
1 - Not at all

	Number of Responses for Rating Scale				
Questions	5	4	3	2	1
1. To what extent do you feel that this parent meeting was beneficial?	13	20	1	0	0
2. To what extent do you feel that you will use the information presented tonight with your child?	11	22	1	0	0
3. To what extent did you learn new activities to do with your child at home?	7	18	8	1	0
4. To what extent did you enjoy this parent meeting?	14	17	2	0	0

Table 5

RESPONSES FROM THE PARENT QUESTIONNAIRE FOR THE LEARNING FAIR

The rating scale is explained as follows:

5 - To a great extent
4 - Quite a bit
3 - Some
2 - Very little
1 - Not at all

Questions	Number of Responses for Rating Scale				
	5	4	3	2	1
1. To what extent did you enjoy the Learning Fair?	37	11	1	0	0
2. To what extent did your child enjoy the Learning Fair?	40	7	1	0	0
3. To what extent did you learn new activities to do with your child?	30	13	5	1	0
4. To what extent will you use these activities with your child at home?	37	11	1	0	0
5. To what extent do you feel that the Learning Fair was successful?	40	9	0	0	0

Table 6

RESPONSES FROM THE PARENT QUESTIONNAIRES FOR THE MOTOR DEVELOPMENT MEETING

The rating scale is explained as follows:
5 - To a great extent
4 - Quite a bit
3 - Some
2 - Very little
1 - Not at all

	Number of Responses for Rating Scale				
Questions	5	4	3	2	1
1. To what extent did you enjoy the presentation?	14	12	0	0	0
2. To what extent did you acquire a better understanding about your child's motor development?	14	8	4	0	0
3. To what extent did you learn new motor activities that will enhance your child's motor skills?	11	12	0	0	0
4. To what extent will you use motor activities with your child?	9	14	3	0	0

Table 7

RESPONSES FROM THE PARENT QUESTIONNAIRES ON TELEPHONE COMMUNICATION SYSTEM

The rating scale is explained as follows:
5 - To a great extent
4 - Quite a bit
3 - Some
2 - Very little
1 - Not at all

	Number of Responses for Rating Scale				
Questions	5	4	3	2	1
1. To what extent did you use the telephone system?	26	15	25	5	3
2. To what extent were you able to find out what your child was doing in class?	39	22	12	1	2
3. To what extent did you receive ideas to help your child increase his or her learning?	31	20	22	0	1
4. To what extent do you feel that the system was helpful?	34	3	16	1	0
5. To what extent do you feel that the system increased communications between school and home?	42	18	11	1	0

Objective #4

The fourth objective was to develop an awareness in the parents of developmentally appropriate practices to enhance the educational process of their child as can be seen by 90% of the parents in their ability to extend school projects in their home with their child.

This objective was met by parents using the summer home-based program and making it fit into their family situations and continued into the school year as parents started adding their language extension activities to the language packets. Questionnaire responses taken from questionnaires given to parents at the conclusion of each phase of the program indicated that parents felt that they were able to do this.

Table 8

RESULTS FROM THE PARENT QUESTIONNAIRES FOR THE SUMMER HOME-BASED PROGRAM

Taken from Table 2

The rating scale is explained as follows:
5 - To a great extent
4 - Quite a bit
3 - Some
2 - Very little
1 - Not at all

	Number of Responses for Rating Scale				
Question	5	4	3	2	1
4. To what extent do you feel that you and your child were able to come up with extensions for the motor activities?	0	13	11	0	0

Table 9

THE PARENT ABILITY TO DEVELOP LANGUAGE ACTIVITIES

Taken from Table 3

The rating scale is explained as follows:
5 - To a great extent
4 - Quite a bit
3 - Some
2 - Very little
1 - Not at all

	Number of Responses for Rating Scale				
Question	5	4	3	2	1
4. To what extent do you feel you can develop learning activities as a result of this program?	26	18	18	1	2

Objective #5

Results from the Learning Accomplishment Profile, the kindergarten screening device given the week before school started would show an average improvement of two points in the total score of 17 points possible among the students who participated in the summer program as compared to the average score from the previous year.

Results indicated that the the average score for those participating in the summer program was 13.8. The average score for last year was 12.1. The results showed a 1.7 point gain which was .3 short of the objective of 2 points. However, for the first time in four years, results showed an increase in scores of this screening. The total average of this year's kindergarten score was 13.8.

Table 10

Results of the Learning Accomplishment Profile

Kindergarten A

Student #	Score
1	14
* 2	14
* 3	14
* 4	14
5	12
* 6	12
* 7	11
8	11
9	9
*10	16
11	9
*12	16
*13	16
*14	16
*15	15
*16	15
17	14
18	13
*19	13
*20	13
21	12
*22	12
23	16
24	9
25	16

* - Indicates that the student participated in the summer program.

Kindergarten B

Student Number	Score
* 1	8
* 2	5
* 3	15
* 4	17
* 5	16
* 6	13
* 7	17
8	15
9	15
10	13
11	15
12	15
13	15
14	14
15	9
16	9
17	14
18	11
19	10
20	7
21	12
22	12
23	16

* - Indicates that the students participated in the summer program.

Discussion

Families participating in the summer program in their home were enthusiastic and highly motivated from the start. This program seemed to draw the parents into the school community and into their child's educational process even before school started. Many parents were not aware of how important reading to their child was. For some parents, it was the start of the habit of regularly taking their child to the library.

Most parents did not have any idea of how important motor skill development was for their child. After working with the motor activities, many parents enjoyed creating their own extensions to the activities. Some families often did a few of the motor activities as a family activity.

During the first week of school, parents participating in the summer program were given a questionnaire about the motor skills program and the language program. Results were very positive (Table 2). Comments about the program included enthusiasm toward the school for having such a program and a way

to make the new families welcomed into their school community.

The first day of school included the parents for the entire session. Teachers commented that this was the best way to help parents and their child to go through the separation phase and to adjust to their new school better. By the second day, both parent and child felt comfortable and confident about the new experience.

During the curriculum evening, parents were enthusiastic about their child's school.

A speech and language development session for the parents took place and was facilitated by the school speech therapist. The meeting was received by all attending in a very positive manner.

A learning fair was one of the highlights of the program. Parents and children were very excited about working together. Many did not want to leave the fair when the fair was over. This writer will recommend that the first through third grades at the practicum site organizes a learning fair developmentally appropriate for that age group for next year. It is

the recommendation of this practicum writer to have the groups separated from the kindergarten and preschool classes so that the parent of a preschool or kindergarten student does not have to share their parent with another sibling on that very special day.

Parents made extensive positive comments about their experiences with their child at the learning fair. One mother commented that she was so thankful for the fair because the school had never done anything like it before. Many parents expressed their gratitude for the teachers who donated their Saturday morning to work at the fair. Another parent commented that the school was so lucky to have the teachers who were involved. A parent mentioned that she had learned a lot from playing with her son. One set of parents commented that they were glad that they came and the learning fair was more fun than they had at the State Fair. There were no negative comments made about the fair by parents or students.

The language development book packets went home on a regular weekly basis. This program was an immediate success in bringing parents and their child together

reading and working on language development activities together.

The open house evening was scheduled for children to show their parents around their classroom. It was the feeling of most teachers that the attendance was not great. Reasons for the low attendance could have been because it was held on a Wednesday evening. There are church meetings held on Wednesday evenings which many attend. However, this was designated evening for this event.

The PhoneMaster communications system was installed but could not be put into operations until November. The system was an instant success in communications between school and home. Parents could call up on a daily basis at their convenience to find out what their child did that day in school. Some teachers used the system to also give suggestions to parents on how to extend learning into their homes. Although it was only possible to use this system for the last two months of the practicum, the parents responded very positively on their questionnaires considering the short amount of time. It is felt by

the practicum writer that the success of this practicum could have been even more successful if the PhoneMaster communication system could have been utilized throughout the practicum. The PhoneMaster system has the capability to keep track of the names of the people calling in for each class. However, the printer which the school purchased for this aspect was not compatible with the computer. Therefore, it was not possible to keep an accurate accounting of how many times each parent used the system. It was possible to access the total number of calls coming into the system. Table 11 shows the total number of calls coming into the system during the practicum implementation phase.

Table 11

WEEKLY INCOMING CALLS TO THE PHONEMASTER SYSTEM

Date	Total Number of Incoming Calls
Nov. 9-11	298
Nov. 12-20	335
Nov. 21-25	176
Nov. 26-Dec. 4	221
Dec. 5-11	145
Dec. 12-18	108
Dec. 19-25	26
Dec. 26-Jan. 8	166

Parents attending an evening parent education session on motor development were thoroughly enthralled in the presentation by a district occupational therapist. Video taped sessions of the children in action at school proved to be an excellent way of explaining to parents the importance of motor skills.

Recommendations

Recommendations for the future include:

1. keeping the parent involvement enthusiasm by promoting the continuation of the program into the first grade.
2. getting a printer that is compatible for the PhoneMaster system so that each teacher knows exactly which parents are being communicated to each day.

Disseminations

This practicum writer served on a committee for the school district to develop a parent involvement manual for the use of all early childhood teachers in the district. The manual contained the activities and some of the research from this practicum. The manual

was presented by this writer to all of the kindergarten teachers in the district during a four-day kindergarten conference in August.

The writer was asked to present the success of the PhoneMaster communication system portion of the practicum to another elementary school within the district on January 12, 1993.

The writer was asked by a Nova University student to present the PhoneMaster communication system portion of this practicum to two schools within the state as part of his practicum project to take place later this year.

The practicum project results will be shared with the first grade teachers at the practicum site. It is the hope of the practicum writer to help continue the parent involvement and prepare the first grade teachers for the kindergarten parents who probably will want to continue the program in some manner next year.

Another elementary school within the district heard about the success of the learning fair at the practicum site. The practicum writer was contacted about how to organize a learning fair at their school.

Information that they received about the fair motivated them to put on a learning fair of their own. The school was most appreciative on how to organize and develop a fair for their school.

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APPENDICES

APPENDIX A

TEACHER SURVEY FOR PARENT INVOLVEMENT

PARENT INVOLVEMENT SURVEY

1. Are parents of your students involved in their child's education?
   Yes ( ) No ( )

2. Do you feel that most of the parents visit their child's classroom?
   Yes ( ) No ( )

3. Do you feel that most of the parents have sufficient knowledge of child development to meet their child's educational needs?
   Yes ( ) No ( )

4. Do you feel that most of the parents have sufficient knowledge of what their child is doing in school?
   Yes ( ) No ( )

5. Do you feel that parents of your students would benefit from being more involved in theri child's education?
   Yes ( ) No ( )

6. Do you feel that student achievement would increase if parents were more involvement?
   Yes ( ) No ( )

7. Would you like to become a participant in a practicum project from May 1, 1992 to January 1, 1993?
   Yes ( ) No ( )

APPENDIX B

PARENT SIGN-IN SHEETS FOR SCHOOL ACTIVITIES

PARENT ORIENTATION MEETING SIGN-IN SHEET
MAY 7, 1992

1. _____ 24. _____
2. _____ 25. _____
3. _____ 28. _____
4. _____ 29. _____
5. _____ 30. _____
6. _____ 31. _____
7. _____ 32. _____
8. _____ 33. _____
9. _____ 34. _____
10. _____ 35. _____
11. _____ 36. _____
12. _____ 37. _____
13. _____ 38. _____
14. _____ 39. _____
15. _____ 40. _____
16. _____ 41. _____
17. _____ 42. _____
18. _____ 43. _____
19. _____ 44. _____
20. _____ 45. _____
21. _____ 46. _____
22. _____ 47. _____
23. _____ 48. _____

SUMMER HOME-BASED PROGRAM MEETING
June 5, 1992

1. _____ 24. _____
2. _____ 25. _____
3. _____ 26. _____
4. _____ 27. _____
5. _____ 28. _____
6. _____ 29. _____
7. _____ 30. _____
8. _____ 31. _____
9. _____ 32. _____
10. _____ 33. _____
11. _____ 34. _____
12. _____ 35. _____
13. _____ 36. _____
14. _____ 37. _____
15. _____ 38. _____
16. _____ 39. _____
17. _____ 40. _____
18. _____ 41. _____
19. _____ 42. _____
20. _____ 43. _____
21. _____ 44. _____
22. _____ 45. _____
23. _____ 46. _____

FIRST DAY OF SCHOOL PARENT SIGN-IN SHEET
August 31, 1992

1. _____	24. _____
2. _____	25. _____
3. _____	26. _____
4. _____	27. _____
5. _____	28. _____
6. _____	29. _____
7. _____	30. _____
8. _____	31. _____
9. _____	32. _____
10. _____	33. _____
11. _____	34. _____
12. _____	35. _____
13. _____	36. _____
14. _____	37. _____
15. _____	38. _____
16. _____	39. _____
17. _____	40. _____
18. _____	41. _____
19. _____	42. _____
20. _____	43. _____
21. _____	44. _____
22. _____	45. _____
23. _____	46. _____

PARENT MEETING SIGN-IN SHEET
SEPTEMBER 3,1990

1. _____ _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____ _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
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31. _____
32. _____
33. _____
34. _____
35. _____
36. _____
37. _____
38. _____
39. _____
40. _____
41. _____
42. _____
43. _____
44. _____
45. _____
46. _____

PARENT COMMITTEE FOR LANGUAGE DEVELOPMENT PACKETS

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

PARENT COMMITTEE FOR THE LEARNING FAIR

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

LEARNING FAIR SIGN-IN SHEET
October 24, 1992

1. _____ 24. _____
2. _____ 25. _____
3. _____ 26. _____
4. _____ 27. _____
5. _____ 28. _____
6. _____ 29. _____
7. _____ 30. _____
8. _____ 31. _____
9. _____ 32. _____
10. _____ 33. _____
11. _____ 34. _____
12. _____ 35. _____
13. _____ 36. _____
14. _____ 37. _____
15. _____ 38. _____
16. _____ 39. _____
17. _____ 40. _____
18. _____ 41. _____
19. _____ 42. _____
20. _____ 43. _____
21. _____ 44. _____
22. _____ 45. _____
23. _____ 46. _____

PARENT MEETING SIGN-IN SHEET
November 18, 1992

1. _____ 24. _____
2. _____ 25. _____
3. _____ 26. _____
4. _____ 27. _____
5. _____ 28. _____
6. _____ 29. _____
7. _____ 30. _____
8. _____ 31. _____
9. _____ 32. _____
10. _____ 33. _____
11. _____ 34. _____
12. _____ 35. _____
13. _____ 36. _____
14. _____ 37. _____
15. _____ 38. _____
16. _____ 39. _____
17. _____ 40. _____
18. _____ 41. _____
19. _____ 42. _____
20. _____ 43. _____
21. _____ 44. _____
22. _____ 45. _____
23. _____ 46. _____

PARENT MEETING SIGN-IN SHEET
NOVEMBER 30, 1992

1. _____ 24. _____
2. _____ 25. _____
3. _____ 26. _____
4. _____ 27. _____
5. _____ 28. _____
6. _____ 29. _____
7. _____ 30. _____
8. _____ 31. _____
9. _____ 32. _____
10. _____ 33. _____
11. _____ 34. _____
12. _____ 35. _____
13. _____ 36. _____
14. _____ 37. _____
15. _____ 38. _____
16. _____ 39. _____
17. _____ 40. _____
18. _____ 41. _____
19. _____ 42. _____
20. _____ 43. _____
21. _____ 44. _____
22. _____ 45. _____
23. _____ 46. _____

APPENDIX C

SUMMER BOOK RECORDING RECORD

BOOKS WE READ

NAME OF THE BOOK DATE IT WAS READ

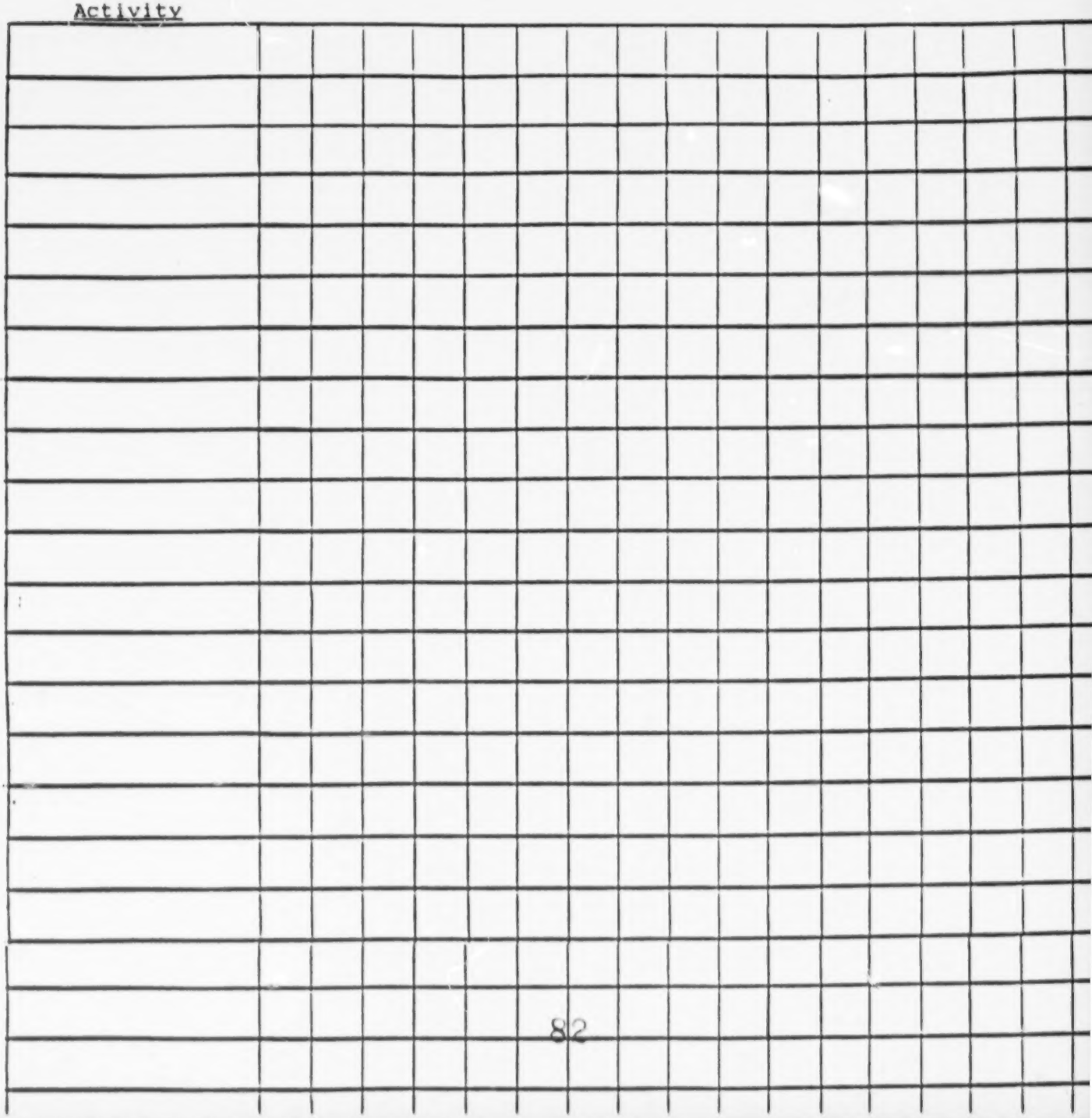
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21.

APPENDIX D

SUMMER MOTOR SKILLS ACTIVITY RECORD

HOME-BASED MOTOR SKILLS ACTIVITY CHECKLIST - WEEK #___

Please write the name of the activity along the left-hand margin and make a check each time your child uses it.



APPENDIX E

PARENT QUESTIONNAIRE FOR THE SUMMER HOME-BASED PROGRAM

PARENT QUESTIONNAIRE FOR THE SUMMER HOME-BASED PROGRAM

Please rate the following questions on a scale of 1-5.

5 - To a great extent
4 - Quite a bit
3 - Some
2 - Very little
1 - Not at all

1. To what extent did you participate in the motor skills activities?
   5 4 3 2 1

2. To what extent did you and your child enjoy the activities?
   5 4 3 2 1

3. To what extent do you feel that you have helped your child's motor skills?
   5 4 3 2 1

4. To what extent do you feel that you and your child were able to come up with extensions for the motor activities?
   5 4 3 2 1

5. To what extent did you participate in the reading activities with your chid?
   5 4 3 2 1

6. To what extent did you and your child enjoy the reading activities?
   5 4 3 2 1

7. To what extent do you feel that you have helped your child by reading to him or her?
   5 4 3 2 1

APPENDIX F

PARENT QUESTIONNAIRE ON THE LEARNING FAIR

PARENT QUESTIONNAIRE ON THE LEARNING FAIR

Please rate the following questions on a scale from 1-to-5.

5 - To a great extent
4 - Quite a bit
3 - Some
2 - Very little
1 - Not at all

1. To what extent did you enjoy the learning fair?
   5 4 3 2 1

2. To what extent did your child enjoy the learning fair?
   5 4 3 2 1

3. To what extent did you learn new activities to do with your child?
   5 4 3 2 1

4. To what extent will you use these activities with your child at home?
   5 4 3 2 1

5. To what extent do you feel that the learning fair was successful?
   5 4 3 2 1

APPENDIX G

PARENT QUESTIONNAIRE FOR THE LANGUAGE DEVELOPMENT PACKETS

PARENT QUESTIONNAIRE FOR LANGUAGE DEVELOPMENT PACKETS

Please rate the following questions on a scale of 1-to-5.

5 - To a great extent
4 - Quite a bit
3 - Some
2 - Very little
1 - Not at all

1. To what extent do you enjoy the program?
   5 4 3 2 1

2. To what extent does your child enjoy the program?
   5 4 3 2 1

3. To what extent do you feel you have helped your child through this program?
   5 4 3 2 1

4. To what extent do you feel you can develop learning activities as a result of this program?
   5 4 3 2 1

APPENDIX H

PARENT QUESTIONNAIRE ON THE TELEPHONE COMMUNICATION SYSTEM

PARENT QUESTIONNAIRE ON THE TELEPHONE COMMUNICATION SYSTEM

Please rate the following questions on a scale of 1-to-5.

5 - To a great extent
4 - Quite a bit
3 - Some
2 - Very little
1 - Not at all

1. To what extent have you used the PhoneMaster communication system?telephone system?
   5 4 3 2 1

2. To what extent were you able to find out what your child was doing in class?
   5 4 3 2 1

3. To what extent did you receive ideas to help your child increase his or her learning?
   5 4 3 2 1

4. To what extent do you feel that the system was helpful?
   5 4 3 2 1

5. To what extent do you feel that the system increased communications between school and home?
   5 4 3 2 1

APPENIDX I

PARENT QUESTIONNAIRE ON THE MOTOR DEVELOPMENT MEETING

PARENT QUESTIONNAIRE FOR MOTOR DEVELOPMENT PRESENTATION
November 30, 1992

Please rate the following questions on a scale of 1-to-5.

5 - To a great extent
4 - Quite a bit
3 - Some
2 - Very little
1 - Not at all

1. To what extent did you enjoy the presentation about motor development?
   5 4 3 2 1

2. To what extent did you acquire a better understanding about your child's motor development?
   5 4 3 2 1

3. To what extent did you learn new motor activities that will enhance your child's motor skills?
   5 4 3 2 1

4. To what extent will you use motor activities with your child?
   5 4 3 2 1